



BRAC University

BRAC Business School

Internship Report

On

**“Effectiveness of Professional Skills Development Program
(PSDP) on Job-seeker Skills in terms of Different Skill
seminars, Department and Gender”**

Date of Submission: May 22, 2014



Submitted To	Submitted By
Feihan Ahsan Lecturer, BRAC Business School BRAC University	Sadia Rahman ID: 09104005 BRAC Business School BRAC University

May 22, 2014

Mr. Feihan Ahsan

Lecturer

BRAC Business School,

BRAC University.

Subject: Submission of Internship Report.

Dear Sir,

I am here by submitting you the internship report titled **“Effectiveness of Professional Skill Development Program (PSDP) on Job Seeker Skills in terms of Skill seminars, Department and Gender”** as you authorized me to prepare as a part of my BBA internship program.

I have tried to follow standard format of report preparation. Doing this report was both interesting and informative. This report gave me the opportunity to work beyond the text book and explore the practical work field where the text knowledge provided me with the theoretical understanding. It has been a huge learning experience for me and I thoroughly enjoyed working on it.

The report has been prepared under your effective guidance and I respectfully acknowledge your counsel and help that you so kindly accorded me during the Internship program. I hope that my work would meet the level of your expectation. Thank you for providing me with this great opportunity of working on the report and guiding me throughout its preparation.

Sincerely Yours,

Sadia Rahman

ID: 09104005

BRAC Business School

BRAC University

ACKNOWLEDGEMENT

First of all I would like to express my gratitude to omnipotent and almighty Allah, whose invisible guidance helped me to complete this report. Although, time was very limited for getting the sufficient knowledge about all of CSO services, but the short experience that I gathered as an internee in Career Service Office is an asset for all the time to come in my life. I take the opportunity to express my deep sense of gratitude of my reverend supervisor Mr. Feihan Ahsan (Lecturer, BRAC Business School, BRAC University) for his invaluable suggestions and guidance during the study period that has greatly inspired me in preparing this report successfully.

I am highly thankful to all of the employees of Career Services Office for their support that helped me to prepare this report. All of them are very frank and helpful exception. I couldn't think a single moment that I am a student of internee in that office because they help and consider me as their colleague. Besides I have special appreciation towards following resource person for helping me:

- Mr. Kumar Murshid, Director, CSO and Joint Registrar
- Dr. Riaz P. Khan, Advisor
- Mr. Kazi Shahnoor Kabir, Career Services Executive
- Ms. Shanzida Shahab Uddin, Career Services Officer
- Ms. Rakshinda Huq, Career Services Officer
- Ms. Zinat Fatema, Asst. Career Services Officer

Finally, I want to express my deep gratitude to my parents and other family members and also remember my friends whose enormous helps assist me to complete my report.

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Chapter- 01

THE ORGANIZATION PART

Effectiveness of PSDP: On Job Seeker Skills by skill seminars, department and gender.

"There is a way to do it better...find it."

- Thomas Edison –

Abstract

Tendency of building a knowledge -based society and existing demands of employers generate a need for highly educated workers with diverse skills and competencies applicable in the workplace. The purpose of this paper is to measure effectiveness of Professional Skills Development Program and the extent to which employers perceive the difference of hard and soft skills and their importance for success in the twenty-first century workforce. In this report, the skill of the job seeker, different kinds of hard skills and soft skills are identified and discussed. For the analysis of the data and finding research result, several statistical tests have been conducted. The dependent variable is “Effectiveness of PSDP” and other independent variables are Course Procedure & Materials, Trainers Effectiveness, Attending PSDP Program and Outcome of PSDP. After statistical test, it has been found that the education and service provided by the Professional Skill Development Program is satisfactory to the students though some lacking was found and some recommendations have been made for those lacking.

Key Words: *Soft Skill, Hard Skill, PSDP, CSO.*

Background of the Study:

The career service office at BRAC University is dedicated to catering for the ‘progression’ needs of all students both undergraduate and post graduates, in terms of their employability and future career prospects in Bangladesh and globally. The career service office assists students to define their career goals and impress upon them the importance of nurturing themselves and taking responsibility for their own educational outcomes, skill development and career choices. The objectives are to prepare graduate well for the world of work they are poised to enter. The CSO serves as a major resource to employers by organizing internship for business and non business students, posting vacancies, forwarding CVs, organizing networking sessions with employers, leaders and working towards a common platform with employers and industry to seriously tackle the curse of graduate unemployment. In accordance with the broad objectives and activities of CSO, it organized a unique course called Professional Skill Development Program which is mandatory for 90 credits above students. The features of this course is not only limited to CV writing skills, job search skills and interview skills but also provides guidance to the students regarding self assessment, career exploration, job search processes, further education programs. Like many other universities’ effort to make their graduates employed at different organizations in the country, the BRAC University is not in different from this effort. So as a crucial course, PSDP could be played a vital role in this regard. So success and failure of PSDP has great importance for the students as they have to devote their time and energy for this course. The course contents and materials, education of PSDP and services of CSO, trainers effectiveness, attending PSDP programs and finally the outcome of PSDP programs are very vital for the students not only in sense of academic and good career but also in sense of giving a most

precious intrinsic value to their lives and this is the reason why I am interested to do my research in this topic.

Professional Skills Development Program (PSDP):

The professional skill development program is a unique course dedicated to the final year students to prepare them for the world of work. In order to cater to individual needs, all PSDP students are divided into sections dedicated to **business and non business** ones. The curriculum of the new PSDP does not only include CV writing skill, job search skills and interview skill but also provides guidance to the students regarding self assessment, career exploration, job search processes, further education programs etc. PSDP is held every semester and is a requirement for all undergraduate students at BRAC University. Students above 90 credits must register for it with the CSO. The mock interview is the final component of the PSDP. It is designed to give the students a scenario of the real interview that they are about to encounter where employers from different organizations are invited to conduct the interview sessions. The other purpose of the mock is to strengthen the existing academia corporate relationship.

PSDP covers all of the ‘universal services’ offered by the CSO with substantive and notable additions. Features and characteristics of PSDP are:

- ❖ Careers Clinic: including individualized CV and cover letter writing sessions
- ❖ Sector specific seminars and workshops for graduating students with an interest in particular fields (often managed by senior executives from the business community and public sector)

- ❖ Individual advising (a 45 minute one-to-one session with an advisor covering the most important issues for you)
- ❖ The mock interview
- ❖ Arranging Internship and Job Placement
- ❖ Useful interview and job search techniques
- ❖ General help and support for career and academic related issues

Introduction:

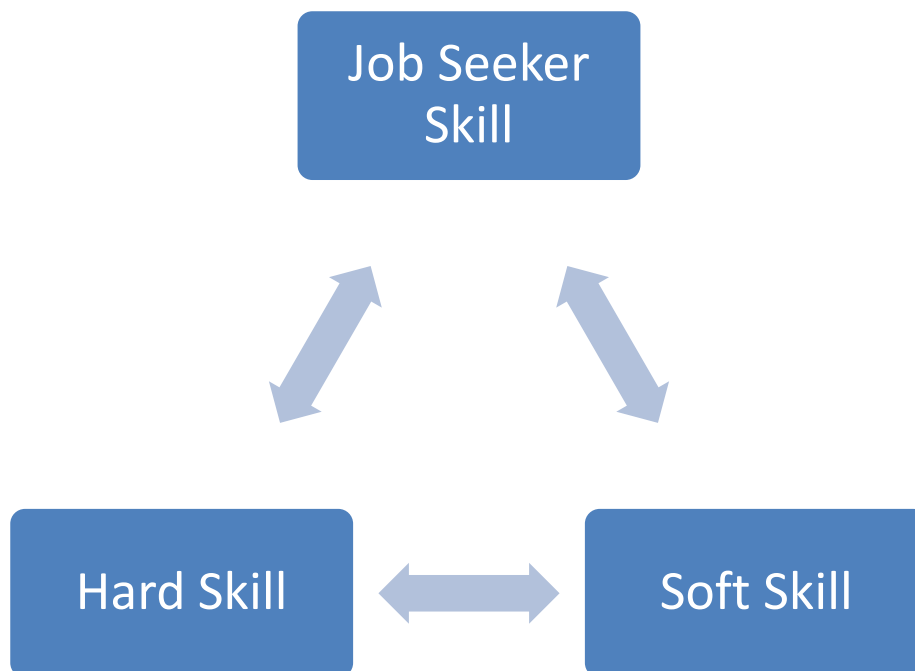
Employment has always been a central issue in the outcome of education especially in case of completion of university graduation. Jobs represent the means by which individuals gain a sense of personal purpose and satisfaction; support themselves and their families and contribute to the productivity and health of their local and national economies. The importance of employment to a healthy, productive and peaceful society cannot be overestimated. Employment is crucial to successful and sustainable development. One way to increase the employability of a population and promote job creation is to improve the quality of education. Education contributes to overall economic growth by improving the efficiency of the workforce and leading to higher rates of individual productivity, which in turn lead to a higher demand for qualified workers. Education can provide individuals with the necessary market skills to be relevant in the economy. However, this can only happen when the quality of education is ensured. The issue is that most educational systems do not foster inventive thinking, communication skills, problem solving or the other competencies that can help individuals do well in their jobs. In order to change this situation and maximize the benefits of education while increasing the employability of graduates, collaboration is needed between governments, the private sector and educational institutions.

BRAC University always considers the importance of its graduate's employment with greater extent and for this reason, the university is conducting various programs for employment of the student and graduates. Almost, every course of the business faculty emphasizes the real world learning and to overcome the challenges that have to be faced in professional environment where the student will work after their graduation. Non business courses and students are same with this policy also. Besides the course work, every business and non business final semester students or above 90 credits completed students have to undertake PSDP course which has designed to give students a extensive knowledge of preparing them for the real interview, job search skills, resume writing skills, cover letter writing skills, self assessment and job placement qualities etc for their better career and life. In this report, I tried to show how effectively and successfully PSDP courses are run for the students to fulfill the objectives for what they are paying time, money and energy.

Job Seeker Skill:

A job seeker should have many kinds of skills. An efficient candidate requires some specific knowledge and skills which employers always prefer. Demand of skills and knowledge varies from job to job, employer different perceptions about jobs and other things. But some procedure are same for all most every types of jobs and that is the very common knowledge and these must be known to all candidates. PSDP course is actually designed for the students which contains the fundamental learning of CV writings skills, Cover letter writing skills, job seeking method, respond to different job advertisement by including how to match qualification with employers expectation and job responsibilities, how to give interview with professional manner and more crucially, how to make self assessment and further education to make a successful interview.

Actually PSDP provides teaching for the initial screening of CVs and then concentrate on depth for how to make a successful career by analyzing all types of career related learning that brings success to the student's life. However, job seeker skill can be categorized into two types. These are:



Hard Skill:

Hard skills are the essential, required skills needed to perform a job. They include learned skills and training related to candidate's career or profession. Hard skills are considered tangible skills because they're easily identified and measured with things like tests and exams. When writing a resume or applying for a job, it's essential that job seeker must convey hard skills to their prospective employer, such as schooling, degrees, training and certificates. Job seeker can obtain these skills through training, education, and on-the-job experience. These are basically technical

and specific abilities that relate to the core business of an organization such as writing skills, networking skills, machine operation, business analysis, design, construction etc. These types of skills are easy to teach and quantify. It often involves the learner learning or improving a skill without having to unlearn a previous skill. Examples of hard skills are:

- Speaking a foreign language
- Typing speed
- A degree or a certificate
- Proficiency in computer programming
- 10 years of working experience
- Operating machinery
- Public speaking experience

Soft Skill:

Soft skills on the other hand are subjective and undefined. Soft skills are essentially interpersonal or people skills. Although soft skills can be observed easily in people who are effective leaders and communicators, they're not as easily measured. Therefore, soft skills are considered intangible. However, whereas hard skills can't cross every job description or industry, soft skills are universal. As job seeker move from job to job or industry to industry, soft skills are portable. They are the people skills needed to be successful when working with co workers, customers and clients. Soft skills – sometimes known in work-speak as "employability skills" – are becoming increasingly important to graduate recruiters sifting through the CVs of a growing pool of similar

looking applicants, according to experts. Some aspects of soft skills that should job seeker possess are:

- **Communicating**

This is perhaps the most common entry on person specifications for job vacancies and for good reason. Skilled communicators get along well with colleagues, listen and understand instructions and put their point across without being aggressive. They can change their style of communication to suit the task in hand – this can be invaluable in many different situations from handling conflict to trying to persuade a customer of the benefits of buying your product. So good communication skills helps communicators able to develop constructive working relationships with colleagues and be able to learn from constructive criticism.

- **Decision Making**

There are different styles of decision making but the important thing is to be you guessed it, decisive. Gathering all the important facts, seeking advice, looking at the big picture, considering alternatives, being aware of repercussions – these are all things that go into making a good decision. Things to be wary of are indecision and making snap decisions.

- **Showing commitment**

Employers want people who are dependable, reliable, enthusiastic, and enjoy hard work. Employees that are committed need very little supervision or motivation to do their best and get the job done.

- **Flexibility**

We live in rapidly changing times in the workplace, so if job seeker is adaptable and flexible, they'll be able to change with the times. It's a great asset if they are able to step outside their comfort zone and try their hand at something that they haven't done before. Employers like people who are positive, upbeat and have a 'can-do' attitude.

- **Time management**

When deadlines are looming, good time management is about prioritizing the most important tasks and then deciding which actions will produce the maximum output with the minimum effort. Are you a good juggler - can you work on several different projects at once?

- **Leadership skills**

Even if job seeker is not managing staff yet, leadership qualities are valued by employers. They look for people who lead by example constantly look to improve, motivate themselves, are positive and know when to follow instructions and when to show initiative.

- **Creativity and problem-solving skills**

The ability to apply both logic and creativity to solve problems is highly valued by employers. If job seeker is the kind of person who tries to see the solution as well as the problem, this will stand him in good stead.

- **Being a team player**

A good team player has the team goals clear in their mind and works with others to achieve them. They are open and honest, and offer constructive suggestions and listen to others.

- **Accepting responsibility**

Employers are on the lookout for people who take pride in their work and are confident enough to put their name to it. They also respect people who can hold their hands up when things go wrong and don't pass the buck. Everyone makes mistakes - it's how you react and learn from them that count.

- **Ability to work under pressure**

Whether a job holder is trying to hit a challenging deadline or an urgent job has just landed in his lap, employers want to know whether he can put the stress to one side and focus on the job in hand. So a successful job candidate must have to keep mind that, which approach will achieve the maximum results in a short period of time and how efficiently he can get the job done.

From the analysis of Hard skill and soft skill, it can be deduced that:

- To be good at hard skills usually takes smarts or IQ which is also known as left brain-the logical center.
- To be good at soft skills usually takes Emotional Intelligence or EQ which is also known as right brain- the emotional center.

- Hard skills are skills where the rules stay the same regardless of which company, circumstance or people you work with.
- In contrast, soft skills are self management skills and people skills where the rules changes depending on the company culture and people you work with.
- Hard skills can be learned in school and from books. There are usually designated level of competency and a direct path as to how to excel with each hard skill. For example, accounting is a hard skill. Novice can take basic accounting and then advanced accounting courses. He can then work to get experience and then take an exam and be certified as a CPA, etc. In contrast, there is no simple path to learn soft skills.
- Most soft skills are not taught well in school and have to be learned on the job by trial and error. There are many books and guides on soft skills.

If job seeker has both types of skills, he must highlight them on his CV and application forms and talk about them in interviews. Many researchers have argued that, soft skills are most important than hard skill because we all know how the senior managers and top level working person reached the top position with limited hard skills. The fact remains that they are in senior positions because they have exceptional soft skills. Most of us have spent at least 16 years in school focused mainly on building our hard skills full time and a little on our soft skills through team projects, sports and social activities. To succeed in our career, we need to spend at least another 16 years or more to proactively master the soft skills necessary to advance our careers.

Other Soft Skills:

Other soft skills that is necessary for job seeker is considered:

- **Professional dress sense:**

In a formal business and job environment, the standard of dressing for men and women is a suit, a jacket and pants or a skirt, or a dress paired with appropriate accessories. Clothing that reveals too much cleavage, back, chest, feet, stomach or underwear is not appropriate for a place of business. In work environment, clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. All seams must be finished. Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable. So all of the job seeker should have proper dress code sense and knowledge and they must realize that, it is treated carefully by the employer.

- **Networking Skill:**

Networking, the art of building alliances, is a critical skill for employees at all levels and in all job roles. It is often said, "It's not what you know, but WHO you know." This maxim is not completely true, skills and knowledge are also critical for job success, but there is a ring of truth to it. Most positions are filled through referrals from employees' networks. View networking as getting to know others and letting others get to know you.

Networking skill is very crucial skill for the job seeker. This skill helps employee to build a friendly environment in the job with other colleagues and obviously it is helpful for other employees to perform their duty in a good manner. Without a good networking skill, employee

can't build and maintain strong relationship with the customers on long term basis. So undoubtedly employer prefers employee who has good networking skill.

Secondary Data Analysis & Review:

Reviewing past materials and past study on effectiveness of PSDP program, it has been found that PSDP program along with CSO has done a great job for students and graduates career since long. By my personal observation and work experience at CSO, I have found that both CSO & PSDP program is very much concerned about student employment it has already successfully built students confidence in job market. Here some points are notable:

➤ Career Planning:

Basically career planning is the deliberate process through which someone becomes aware of personal skills, interest, knowledge, motivation and other characteristics and establishes action plans to attain specific goals. PSDP course contains such kinds of material which directly involved how to increase skills in resume writing skills, job search skills and interview skills and CSO provides individual advising for the students sets their career plan.

➤ Career Management:

The career management is the process for enabling employees to better understand and develop their career skills and interests and to use these skills and interests more effectively. PSDP course along with CSO provides better understanding of the career management process by finding out how to make a better skill for the job that employers want and how to effectively utilize the skills for where they are going to enter for their professional means.

➤ **Establish a corporate environment:**

To help student to get acquainted with corporate bodies and employers regularly, the CSO always remains busy with major corporate bodies and other business organizations for arranging several career related workshops all over the year. The major event of the CSO is organizing career fair in collaboration with Prothom-Alo jobs, Nestle Blue Tie competition, direct campus recruitment, Battle of Minds, Robi and other telecom industries visits, Several Govt. institutions like Bangladesh Navy is frequently visit for recruitment of the graduates. Many other programs like arranging seminar of various corporate legends icons, CEO and other top ranked positions persons are invited to the campus regularly for helping student to get full knowledge about corporate mystery, strategy and above all the demand of the employers. All these types of activities of CSO make the campus a perfect corporate environment.

➤ **Encourage role reversal:**

CSO provides temporary work opportunities such as student worker, internship etc. at CSO office. Besides these, CSO replaces many students at different private organization for part time work opportunities where student can get real knowledge of job and work environment. So by employing students at different organization, they can develop a better appreciation of their occupational strengths and weakness.

➤ **Help organize career success teams:**

CSO provides opportunities for the student of building periodical network with different organization's employee and various departments where they are working currently. This

creates broader scope for the students maintain a long term relationship and support on e another in achieving their career goals.

➤ **Provide career coaches:**

Career coaches usually focus on career counseling and development advice. They might work one-on-one with individual employees to help them use career assessment tools and identify their training and development options. Sometimes career coaches provide assessment and advice that often digs quite deeply into the employees' personality and into how the person's personal life may be influencing his or her career. PSDP course is similar kinds of course that provides such types of coaching and CSO provides student a detailed career goal and planning for one to one individual student.

➤ **Provide Career Planning Workshop:**

A career planning workshop is a planned learning event in which participants are expected to be actively involved, completing career planning exercises and inventories and participating in career skills practice sessions. A typical workshop includes three main activities: self assessment, goal setting and action planning segment. With the aim of tackling graduates unemployment, CSO organizes major annual career fair for the students. The purpose of this career fair is to connect employers and applicants so that the graduating students can get the idea of job prospects in a range of professional areas. So undoubtedly career fair is crucial for both graduates who are going to enter into the professional area and employers who are seeking talents and qualified job applicants.

➤ **Internship:**

An internship is an opportunity offered by an employer to potential employees, to work at an organization for a fixed, limited period of time. Interns are usually undergraduates and CSO provides internship placement for more than 100 students at every semester at different organizations. Starting from sending CVs to organization and collecting evaluation from them, the CSO deals with the whole internship process. CSO and PSDP course successfully run this internship program effectively since starting of the university education.

Chapter- 02

THE RESEARCH PART

INTRODUCTION

The entire project is primarily based on primary data analysis. In primary analysis, I have used few methods which way I would be interpreting my findings and discuss about the implications of the findings.

The research will be based on “Effectiveness of Professional Skill Development Program – On Job Seeker Skills by skill seminars, Department and gender.” Through this research I will be able to find out the level of students satisfaction of PSDP course regarding how effectively PSDP courses are going and how they are being get benefitted from this course.

Objective of the study:

The objective of this study is to expose to the organizational work situation and the report would be an end result of such organizational involvement. The primary objective of this report is to induce an overall view on the student satisfaction level by measuring the effectiveness of PSDP course and other services delivered by the CSO. In this study I will try to find out the student service performance of PSDP enrolled course students in terms of different skill seminars, Department and Gender.

Specific Objective:

The specific objectives of the study are to-

- Measure the level of satisfaction of PSDP course enrolled student.

- Know the ability of course instructors and employees to perform promised service dependently and accurately.
- Know to what level the students are assured by competence, courtesy, credibility and dedicatedly by the course instructors of PSDP and CSO employees.
- Evaluate employers' satisfaction in terms of finding out qualified pool of workers.
- To identify the problems and weakness of the services and education provided by CSO and PSDP.
- To suggest necessary initiatives to make improvement with the service and education quality of PSDP and CSO.

SIGNIFICANCE OF THE STUDY

As an educational institution, all most every university has career and professional department for the student and graduate aimed at employment of its graduates. In BRAC University, Career Service Offices (CSO) is contributing towards the employment of students and graduates for a long time and at the moment it is treated as an important and crucial service center in the University. Nowadays, the function of University is not limited within the service of providing better education and running courses only. The quality of a good education is also outcome oriented and that outcome is seen when the student get an expected employment after their graduation. Success and failure of University is closely related to student employment. There is very low scope for employment but getting the good qualified employee is still low than

that of low scope of employment. Due to globalization and free market economy, all most every kinds of industry are facing severe competition. Most of the institutions fail due to lack of proper strategic planning and goals regarding how they could be better service oriented. So, it is important for an educational institute to design their course and other activities by keeping in mind of the demands of the qualified, competent and worthy workers production for the growing number of business and increasing organizations throughout the economy of the local as well as global economic perspective. Undoubtedly, CSO and PSDP course is trying to do this and their success, quality and overall effectiveness of service is very important for fulfilling the demand of the employers and also for fulfilling the thirst of graduate's employment.

Basically, this study is conducted to expose the way to find out the effectiveness level of PSDP and know how to provide better service to the student further. Different evaluating procedures and techniques have been followed to measure the student's satisfaction and Effectiveness of PSDP.

EXPECTED FINDINGS OR HYPOTHESES

I am doing this report to evaluate the level of Effectiveness of the PSDP course student in terms of the Job seeker skills by skill seminars, Department and Gender. I am expecting that the student of PSDP is satisfied regarding the Course Procedure & Materials, Trainers Effectiveness, Attending PSDP Programs and outcome of PSDP.

Therefore the hypothesis is

H_0 : PSDP course is not effective

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H_1 : PSDP course is effective

Descriptive Statistics

I will like to find out the Mean, Mode, Maximum & Minimum, Variance, Standard Deviation, Standard Error etc.

Testing Mean

- Draw a Null Hypothesis and Alternative Hypothesis of the **Population Mean of Effectiveness of PSDP** – By using t-test

$$H_0: \mu = \mu_0$$

$$H_1: \mu \neq \mu_0$$

Crosstabs

$$H_0: X_1 \text{ and } X_2 \text{ is Independent}$$

$$H_1: X_1 \text{ and } X_2 \text{ is not Independent}$$

Correlation Test

- Observe the Correlation between the independent variables

$$H_0: \rho = 0 \quad [X_1, X_2 \text{ are not correlated}]$$

$$H_1: \rho \neq 0 \quad [X_1, X_2 \text{ are correlated}]$$

- Test for all other variables whether those are correlated to each other or not

Regression

- Drawing a Regression Model stating Independent and Dependent variables –

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$H_0: \beta_i = 0$ where $i = 1, 2, 3, 4, \dots$ [No significant effect on the variable]

$H_1: \beta_i \neq 0$ [Significant effect on the variable]

Test for all other independent variables

ANOVA Test

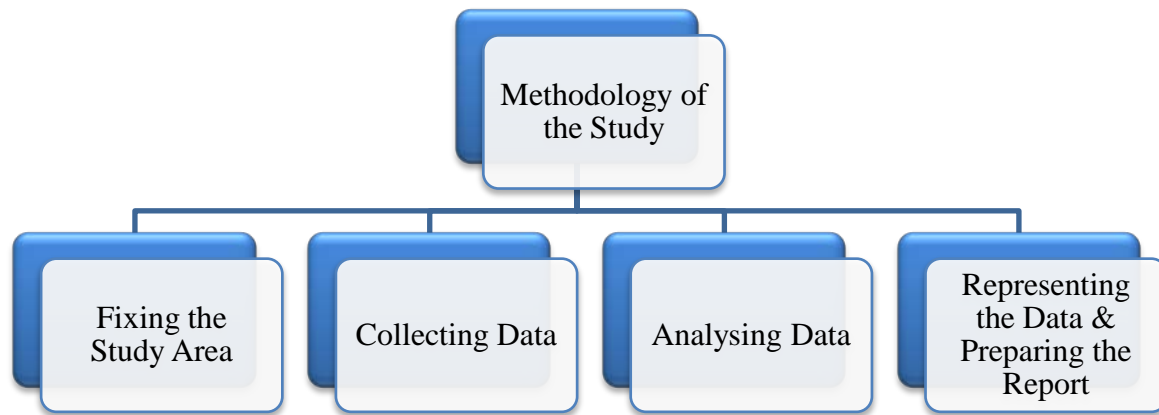
Hypothesis: $H_0: \beta_1 = \beta_2 = \beta_3 = \beta_4 = 0$

$H_1: \text{at least one } \beta_i \neq 0$

Methodology of the Study:

Primary Data Presentation and Analysis

The research part of entire project is basically based on primary data analysis. In primary analysis, I have used few methods which way I would be interpreting my findings and discuss about the implications of the findings.



The research will be based on “Effectiveness of Professional Skills Development Program (PSDP) on Job-seeker skills in terms of Different skill seminars, Department and Gender.” Through this research I will be able to find out the level of student satisfaction and Effectiveness of PSDP regarding On Job Seeker Skills by skill seminars, department and gender.

Questionnaire:

Questionnaire is given in the Appendix.

Collecting Data

I have collected primary data of both independent and dependent variables from the students of PSDP course through questionnaire. My dependent variable is **Effectiveness of PSDP Y** and the independent variables are -

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**



X₁ = Course Procedure and Materials;

X₂ = Trainers Effectiveness;

X₃ = Attending PSDP Programs (Skill seminars, Department and Gender wise)

X₄ = Outcome of PSDP

Primary data:

- ✓ A survey questionnaire used as main tool for primary data collection
- ✓ Face-to-face conversation with the respective students of BRAC University.
- ✓ Direct observation on the different activities of the PSDP.
- ✓ Work experience in the PSDP as an intern.

Secondary data:

- ✓ PSDP published report and Journals
- ✓ Website of the BRAC University
- ✓ Newspapers and magazines
- ✓ Different articles on the CSO activities

Sample Design:

Target Population: Student of PSDP course.

Sample Size: 100

Sample Area: BRAC University

Analyzing Data

I have collected 100 sample data (Independent and Dependent). I will like to analyze the data by using numerous data analysis techniques like, percentage, frequency distribution, Testing Mean, Correlation, Regression, ANOVA etc.

Representing the Data & Preparing the Report

I like to do some graphical presentation including frequency table, bar chart and so on whenever necessary. I would also like to do some statistical modeling to show the relationship between the independent variables with dependent variables and within the independent variables.

DESCRIPTIVE STATISTICS

Descriptive Statistics of Course Procedure and Materials (X_1) is listed below:

Table: Descriptive of Course Procedure and Materials

Descriptives				
			Statistic	Std. Error
Course Procedure and Materials	Mean		3.59	.052
	95% Confidence Interval for Mean	Lower Bound	3.39	
		Upper Bound	3.79	
	Std. Deviation		.877	

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	Minimum	2.00	
	Maximum	5.00	
	Skewness	.189	.241

Interpretation:

From the table, we can see that among the 100 number of observations, the mean is approximately 3.59 which indicate that, mostly the Course Procedure & Materials is close to 3.59. The Standard Error of Mean is .052 which measures the changes in mean by an average of .052 with different experiments conducted. There is a 95% probability that the Course Procedure & Materials lies between 3.39 and 3.79. The Standard Deviation is 0.877 which states that, on an average each of the individual Course Procedure & Materials deviates by 0.877 from its mean. The Minimum and Maximum values are 2.00 and 5.00 respectively. The distribution is positively skewed by 0.189.

Descriptive Statistics of Trainers Effectiveness (X_2) is listed below:

Table: Descriptive of Trainers Effectiveness

Descriptives				
			Statistic	Std. Error
Trainers Effectiveness	Mean		3.53	.0871
	95% Confidence Interval for Mean	Lower Bound	3.3367	
		Upper Bound	3.7087	
	Std. Deviation		.85818	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		.297	.241

Interpretation:

From the table, we can see that among the 100 number of observations, the mean is approximately 3.53 which indicates that mostly the Trainers Effectiveness is close to 3.53. The Standard Error of Mean is 0.0871 which measures the changes in mean by an average of 0.0871 with different experiments conducted. There is a 95% probability that the Trainers Effectiveness lies between 3.3367 and 3.7087. The Standard Deviation is 0.85818 which states that, on an average each of the individual Trainers Effectiveness deviates by 0.85818 from its mean. The Minimum and Maximum values are 2.00 and 5.00 respectively. The distribution is positively skewed by 0.297.

Descriptive of Attending at PSDP Programs (X_3) is listed below:

Table: Descriptive of Attending at PSDP Programs

Descriptives				
			Statistic	Std. Error
Attending PSDP Programs	Mean		3.5900	.0868
	95% Confidence Interval for Mean	Lower Bound	3.4013	
		Upper Bound	3.7400	
	Std. Deviation		.81767	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		-.126	.241

Interpretation:

From the table, we can see that among the 100 number of observations, the mean is approximately 3.5900 which indicate that mostly the Attending of PSDP Programs is close to

3.5900. The Standard Error of Mean is 0.0868 which measures the changes in mean by an average of 0.0868 with different experiments conducted. There is a 95% probability that the Attending of PSDP Programs lies between 3.4013 and 3.7400. The Standard Deviation is 0.81767 which states that, on an average each of the individual Attending at PSDP Programs deviates by 0.81767 from its mean. The Minimum and Maximum values are 2.00 and 5.00 respectively. The distribution is negatively skewed by 0.126

Descriptive Statistics of Outcome of PSDP (X_4) is listed below:

Table: Descriptive Statistics of Outcome of PSDP

Descriptives				
			Statistic	Std. Error
Outcome of PSDP	Mean		3.7200	.0976
	95% Confidence Interval for Mean	Lower Bound	3.5213	
		Upper Bound	3.9143	
	Std. Deviation		1.03553	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		-.136	.241

Interpretation:

From the table, we can see that among the 100 number of observations, the mean is approximately 3.7200 which indicate that mostly the Outcome of PSDP is close to 3.7200. The Standard Error of Mean is 0.0976 which measures the changes in mean by an average of 0.0976 with different experiments conducted. There is a 95% probability that the Outcome of PSDP lies between 3.5213 and 3.9143. The Standard Deviation is 1.03553 which states that, on an average

each of the individual Outcome of PSDP deviates by 1.03553 from its mean. The Minimum and Maximum values are 2.00 and 5.00 respectively. The distribution is negatively skewed by 0.136.

Descriptive Statistics of Effectiveness of PSDP (Y) is listed below:

Table: Descriptive Statistics of Effectiveness of PSDP (Y)

Descriptives				
			Statistic	Std. Error
Effectiveness of PSDP	Mean		4.0200	.0872
	95% Confidence Interval for Mean	Lower Bound	3.8757	
		Upper Bound	4.2100	
	Std. Deviation		.92091	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		-.357	.241

Interpretation:

From the table, we can see that among the 100 number of observations, the mean is approximately 4.0200 which indicate that mostly the Effectiveness of PSDP is close to 4.0200. The Standard Error of Mean is 0.0872 which measures the changes in mean by an average of 0.0872 with different experiments conducted. There is a 95% probability that the Effectiveness of PSDP lies between 3.8757 and 4.2100. The Standard Deviation is 0.92091 which states that, on an average each of the individual Effectiveness of PSDP deviates by 0.92091 from its mean. The Minimum and Maximum values are 2.00 and 5.00 respectively. The distribution is negatively skewed by 0.357.

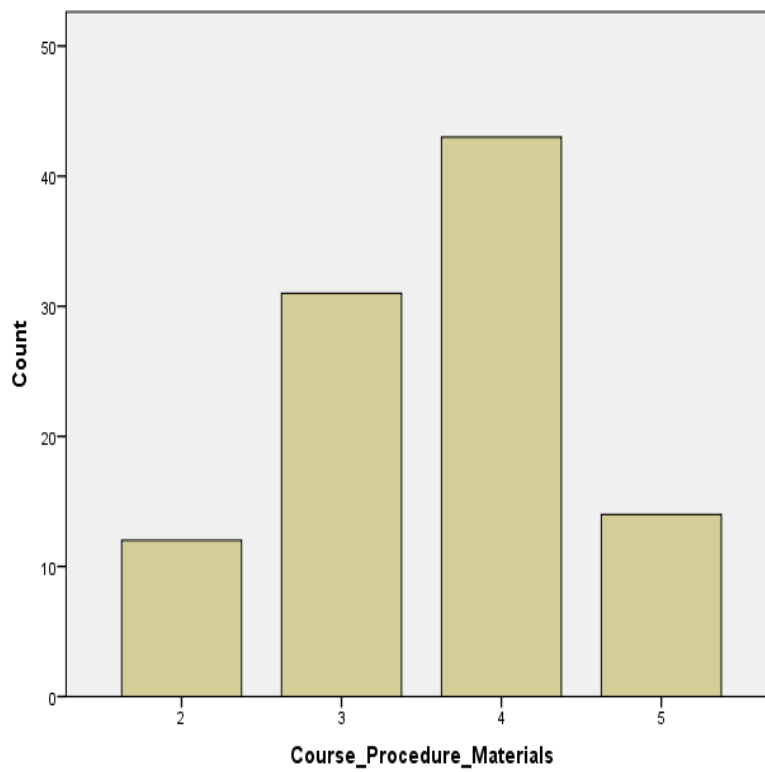
FREQUENCY DISTRIBUTION

First, Frequency Distribution will be conducted. The independent variables are Course Procedure and Materials (X_1), Trainers Effectiveness (X_2), Attending PSDP Programs (X_3) and Outcome of PSDP (X_4) and the dependent variable is the Effectiveness of PSDP (Y). The primary data has been collected from the students of BRAC University. There are 100 sample data of both independent and dependent variables from which the frequency distribution will be conducted for each of the variable.

Table: Frequency table of Course Procedure and Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	12	12.0	12.0	12.0
	3	31	31.0	31.0	43.0
	4	43	43.0	43.0	86.0
	5	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

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From the above frequency table, we observe that the highest number of 43 respondents (43.0%) is agreeing with the effectiveness of Course Procedure and Materials. The nearest 31 respondents (31%) are neutral which indicates that some of the students are confused about the effectiveness of Course Procedure and Materials. The lowest 2 respondents (12%) are disagreeing with it. 14 respondents (14%) are strongly agreeing with it. Therefore, we can conclude that the **most of the student considers the effectiveness of the course procedure and materials.**

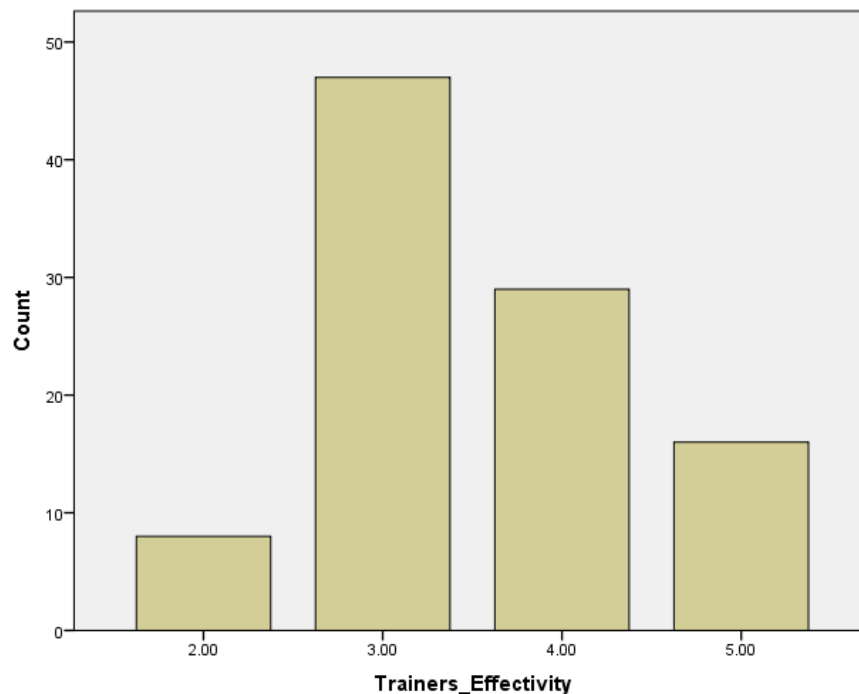
Table: Frequency table of Trainers Effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	8	8.0	8.0	8.0
	3.00	47	47.0	47.0	55.0
	4.00	29	29.0	29.0	84.0

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	5.00	16	16.0	16.0	100.0
	Total	100	100.0	100.0	



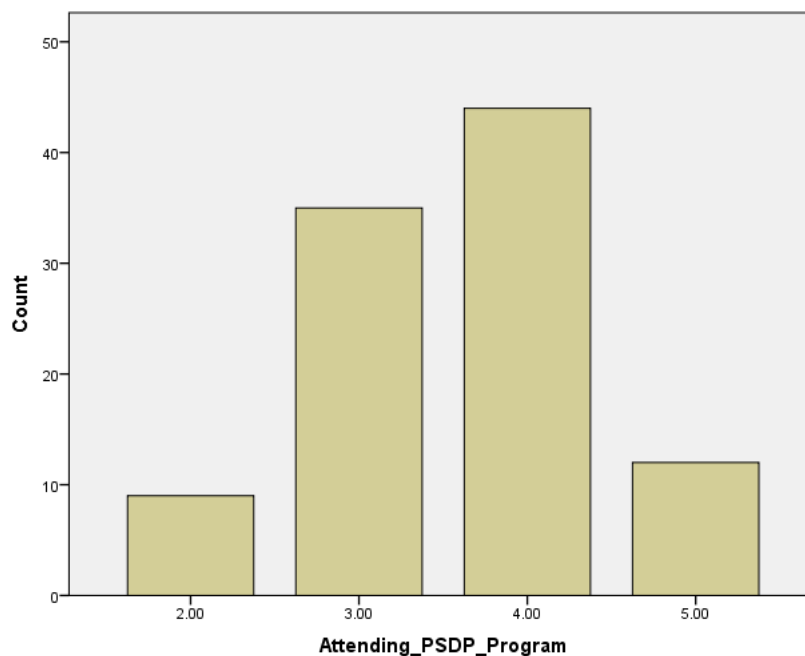
From the above frequency table, we observe that the highest number of 47 respondents (47.0%) is neutral with Trainers Effectively of delivering service, which indicates that the students are confused regarding the worthiness of trainers. The nearest 29 respondents (29%) are agreeing the effectiveness of the trainers. The lowest 8 respondents (8%) are disagreeing with it. Therefore, we can conclude that the **most of the students are confused about the effectiveness of the trainers.**

Table: Frequency table of Attending at PSDP Programs

	Frequency	Percent	Valid Percent	Cumulative
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**Effectiveness of PSDP: On Job Seeker Skills by
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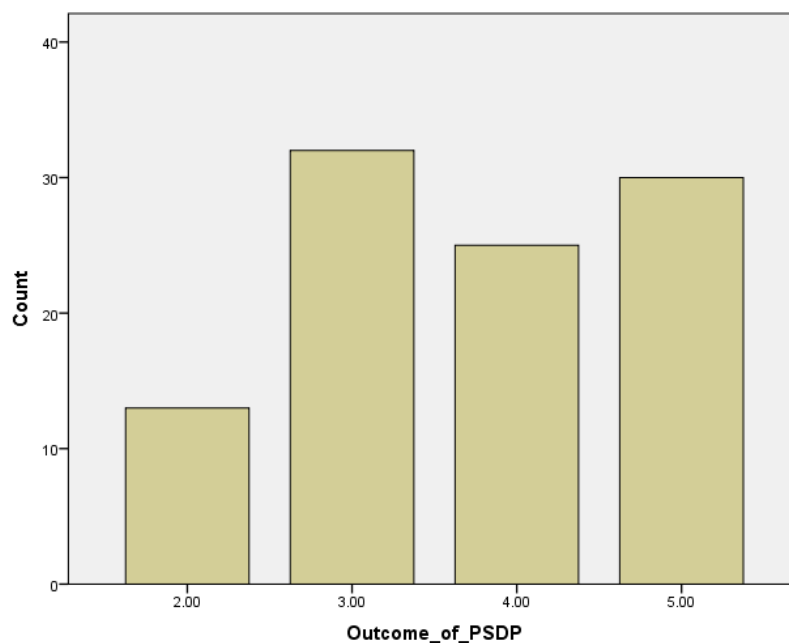
					Percent
Valid	2.00	9	9.0	9.0	9.0
	3.00	35	35.0	35.0	44.0
	4.00	44	44.0	44.0	88.0
	5.00	12	12.0	12.0	100.0
	Total	100	100.0	100.0	



From the above frequency table, we observe that the highest number of 44 respondents (44.0%) is agreeing with the benefit of Attending PSDP Programs. The nearest 35 respondents (35.0%) are neutral which indicates that some of the students are confused about the benefits of Attending at PSDP Programs. The lowest 9 respondents (9%) are disagreeing with it. 12 respondents (12%) are strongly agreeing with it. Therefore, we can conclude that the **most of the students consider the benefits of Attending at PSDP Programs.**

Table: Frequency table of Outcome of PSDP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	13	13.0	13.0	13.0
	3.00	32	32.0	32.0	45.0
	4.00	25	25.0	25.0	70.0
	5.00	30	30.0	30.0	100.0
	Total	100	100.0	100.0	



From the above frequency table, we observe that the 30 respondents (30.0%) are strongly agreeing with the better Outcome of the PSDP. The nearest 25 respondents (25%) are agreeing with the better outcome of PSDP. The highest number of 32 respondents (32%) is neutral, which indicates that some of the students are confused about the outcome of the PSDP. The lowest 13

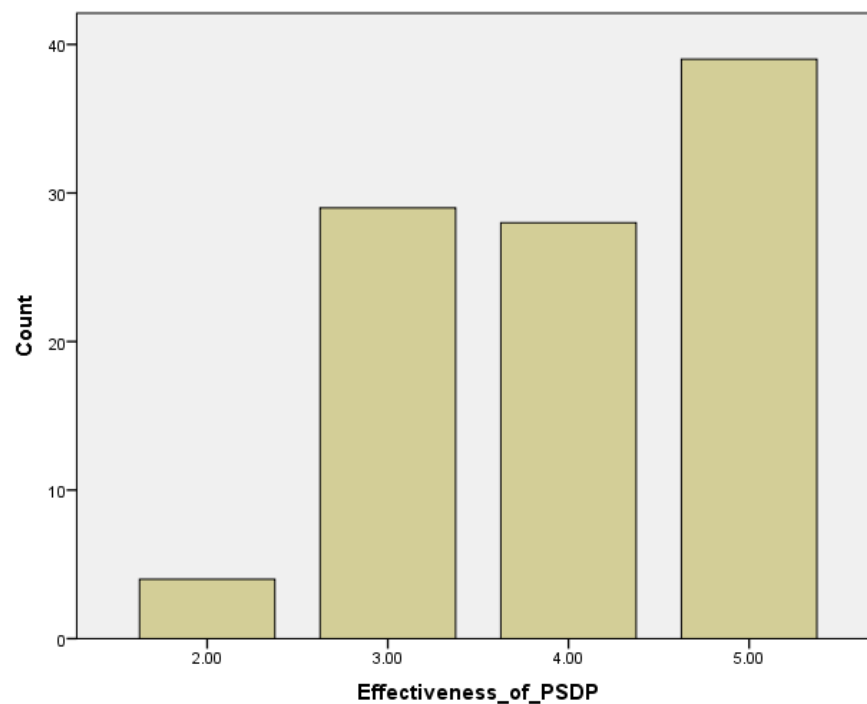
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respondents (13%) are disagreeing with it. Therefore, we can conclude that the **most of the students consider the better outcome of PSDP.**

Table: Frequency table of Effectiveness of PSDP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	4.0	4.0	4.0
	3.00	29	29.0	29.0	33.0
	4.00	28	28.0	28.0	61.0
	5.00	39	39.0	39.0	100.0
	Total	100	100.0	100.0	



From the above frequency table, we observe that the highest number of 39 respondents (39.0%) is agreeing with the Effectiveness of PSDP. The nearest 29 respondents (29.00%) are neutral

which indicates that some of the students are confused about the Effectiveness of PSDP. The lowest 4 respondents (4.0%) are disagreeing with it. Therefore, we can conclude that the most of the students consider PSDP is very effective.

TESTING MEAN

Testing the Population Mean of Course Procedure & Materials (X_1):

Hypothesis: $H_0: \mu = 3$; i.e. Population Mean of Course Procedure & Materials is equal to 3

$H_1: \mu \neq 3$; i.e. Population Mean of Course Procedure & Materials differs from 3

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Table: Mean test of Course Procedure & Materials

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Course_Procedure_Materials	6.725	99	.000	.590	.42	.76

The T-test statistic of the Brand Image (X_1) is 6.725. The Degrees of Freedom is 99. The p-value = 0.000 and the significance level $\alpha = 0.05$. Since the p-value $< \alpha$, so we can reject the null hypothesis and accept the alternative hypothesis. Therefore, we can conclude that the test is significant at 5% significance level and the **Population Mean of Course Procedure & Materials** differs from 3.

Testing the Population Mean of Trainers Effectiveness (X_2):

Hypothesis: $H_0: \mu = 3$; i.e. Population Mean of Trainers Effectiveness is equal to 3

$H_1: \mu \neq 3$; i.e. Population Mean of Trainers Effectiveness differs from 3

Decision Rule: We will reject the null hypothesis if p-value $\leq \alpha$ and accept null hypothesis if p-value $> \alpha$

Table: Mean test of Trainers Effectiveness

One-Sample Test						
	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Trainers_Effectivity	6.176	99	.000	.53000	.3597	.7003

The T-test statistic of the Trainers Effectiveness (X_2) is 6.176. The Degrees of Freedom is 99. The p-value = 0.000 and the significance level $\alpha = 0.05$. Since the p-value $< \alpha$, so we can reject

the null hypothesis. Therefore, we can conclude that the test is insignificant at 5% significance level and the **Population Mean of Trainers Effectiveness** is not equal to 3.

Testing the Population Mean of Attending PSDP Programs (X_3):

Hypothesis: $H_0: \mu = 4$; i.e. Population Mean of Attending PSDP Program is equal to 4

$H_1: \mu \neq 4$; i.e. Population Mean of Attending PSDP differs from 4

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Table: Mean test of Attending PSDP Programs

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attending_PSDP_Program	-5.014	99	.000	-.41000	-.5722	-.2478

The T-test statistic of the Attending PSDP (X_3) is -5.014. The Degrees of Freedom is 99. The p-value = 0.000 and the significance level $\alpha = 0.05$. Since the $p\text{-value} < \alpha$, so we can reject the null hypothesis and accept the alternative hypothesis. Therefore, we can conclude that the test is significant at 5% significance level and the **Population Mean of Attending PSDP Programs** differs from 4.

Testing the Population Mean of Outcome of PSDP (X_4):

Hypothesis: $H_0: \mu = 4$; i.e. Population Mean of Outcome of PSDP is equal to 4

$H_1: \mu \neq 4$; i.e. Population Mean of Outcome of PSDP differs from 4

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Table: Mean test of Outcome of PSDP

One-Sample Test						
	Test Value = 4					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Outcome_of_PSDP	-2.704	99	.008	-.28000	-.4855	-.0745

The T-test statistic of the Outcome of PSDP (X_4) is -2.704. The Degrees of Freedom is 99. The $p\text{-value} = 0.008$ and the significance level $\alpha = 0.05$. Since the $p\text{-value} > \alpha$, so we can accept the null hypothesis and reject the alternative hypothesis. Therefore, we can conclude that the test is significant at 5% significance level and the **Population Mean of Outcome of PSDP** does not differ from 4.

Testing the Population Mean of Effectiveness of PSDP (Y):

Hypothesis: $H_0: \mu = 4$; i.e. Population Mean of Effectiveness of PSDP is equal to 4

$H_1: \mu \neq 4$; i.e. Population Mean of Effectiveness of PSDP differs from 4

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Table: Mean test of Effectiveness of PSDP

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Effectiveness_of_PSDP	.217	99	.829	.02000	-.1627	.2027

The T-test statistic of the Effectiveness of PSDP (Y) is 0.217. The Degrees of Freedom is 99. The p-value = 0.829 and the significance level $\alpha = 0.05$. Since the $p\text{-value} > \alpha$, so we can accept the null hypothesis and reject the alternative hypothesis. Therefore, we can conclude that the test is significant at 5% significance level and the **Population Mean of Effectiveness of PSDP** does not differ from 4.

CROSSTAB TEST

Crosstab between Effectiveness of PSDP (Y) and Course Procedure & Materials (X₁)

Hypothesis: H₀: Effectiveness of PSDP and Course Procedure & Materials is Independent

H₁: Effectiveness of PSDP and Course Procedure & Materials is Dependent

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Effectiveness_of_PSDP * Course_Procedure_Materials						
Count						
		Course_Procedure_Materials				Total
		2	3	4	5	
Effectiveness_of_PSDP	2.00	3	0	1	0	4
	3.00	5	11	11	2	29
	4.00	4	10	10	4	28
	5.00	0	10	21	8	39
Total		12	31	43	14	100

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.623 ^a	9	.002
Likelihood Ratio	24.820	9	.003
Fisher's Exact Test	20.151		
Linear-by-Linear Association	13.762 ^c	1	.000
N of Valid Cases	100		

From the table above we can see Pearson Chi-Square is 25.623 since $p\text{-value} (0.002) < \alpha (0.05)$, so we can reject the null hypothesis at 5% significance level. Therefore, we can say that Effectiveness of PSDP and Course Procedure & Materials are dependent to each other.

Crosstab between Effectiveness of PSDP (Y) and Trainers Effectiveness (X₂)

Hypothesis: H_0 : Effectiveness of PSDP and Trainers Effectiveness is Independent

H_1 : Effectiveness of PSDP and Trainers Effectiveness is Dependent

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Effectiveness_of_PSDP * Trainers_Effectivity						
Count						
		Trainers_Effectivity				Total
		2.00	3.00	4.00	5.00	
Effectiveness_of_PSDP	2.00	0	3	1	0	4
	3.00	4	9	12	4	29
	4.00	0	15	9	4	28
	5.00	4	20	7	8	39
Total		8	47	29	16	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.243 ^a	9	.003
Likelihood Ratio	14.344	9	.111
Fisher's Exact Test	10.892		
Linear-by-Linear Association	.000 ^c	1	.994
N of Valid Cases	100		

From the table above we can see Pearson Chi-Square is 11.243. Since $p\text{-value} (0.003) < \alpha (0.05)$, so we can reject the null hypothesis at 5% significance level. Therefore, we can say that Effectiveness of PSDP and Trainers Effectiveness are dependent to each other.

Crosstab between Effectiveness of PSDP (Y) and Attending at PSDP Programs (X₃)

Hypothesis: H₀: Effectiveness of PSDP and Attending at PSDP Programs is Independent

H₁: Effectiveness of PSDP and Attending at PSDP Programs is Dependent

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Effectiveness_of_PSDP * Attending_PSDP_Program						
Count						
		Attending_PSDP_Program				Total
		2.00	3.00	4.00	5.00	
Effectiveness_of_PSDP	2.00	0	0	1	3	4
	3.00	1	20	5	3	29
	4.00	8	7	9	4	28
	5.00	0	8	29	2	39
Total		9	35	44	12	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59.942 ^a	9	.000
Likelihood Ratio	52.816	9	.000
Fisher's Exact Test	47.046		
Linear-by-Linear Association	1.089 ^c	1	.297
N of Valid Cases	100		

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From the table above we can see Pearson Chi-Square is 59.942. Since p-value (0.000) < α (0.05), so we can reject the null hypothesis at 5% significance level. Therefore, we can say Effectiveness of PSDP and Student Attending PSDP Programs are dependent to each other.

Crosstab between Effectiveness of PSDP (Y) and Outcome of PSDP (X₄)

Hypothesis: H₀: Effectiveness of PSDP and Outcome of PSDP is Independent

H₁: Effectiveness of PSDP and Outcome of PSDP is Dependent

Decision Rule: We will reject the null hypothesis if p-value $\leq \alpha$ and accept null hypothesis if p-value > α

Effectiveness_of_PSDP * Outcome_of_PSDP						
Count						
		Outcome_of_PSDP				Total
		2.00	3.00	4.00	5.00	
Effectiveness_of_PSDP	2.00	0	1	3	0	4
	3.00	10	14	5	0	29
	4.00	2	12	11	3	28
	5.00	1	5	6	27	39
Total		13	32	25	30	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
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Pearson Chi-Square	64.603 ^a	9	.000
Likelihood Ratio	68.726	9	.000
Fisher's Exact Test	60.905		
Linear-by-Linear Association	35.532 ^c	1	.000
N of Valid Cases	100		

From the table above we can see Pearson Chi-Square is 64.603. Since p-value (0.000) < α (0.05), so we can reject the null hypothesis at 5% significance level. Therefore, we can say that Effectiveness of PSDP and Outcome of PDSP are dependent to each other.

CORRELATION TEST

Testing Correlation between dependent variables with all other independent variables

Testing the Correlation between Effectiveness of PSDP (Y) and Course Procedure & Materials (X₁):

Hypothesis: H₀: $\rho = 0$; i.e. Effectiveness of PSDP and Course Procedure & Materials are not correlated.

H₁: $\rho \neq 0$; i.e. Effectiveness of PSDP and Course Procedure & Materials are correlated.

Decision Rule: We will reject the null hypothesis if p-value $\leq \alpha$ and accept null hypothesis if p-value $> \alpha$

Table: Correlations of Effectiveness of PSDP and Course Procedure & Materials

Correlations			
		Effectiveness of PSDP	Course Procedure & Materials
Effectiveness of PSDP	Pearson Correlation	1	.373**
	Sig. (2-tailed)		.000
	N	100	100
Course Procedure & Materials	Pearson Correlation	.373**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

From the above Correlation test, we can see that the Pearson Correlation between Effectiveness of PSDP (Y) and Course Procedure & Materials (X_1) is 0.373, so we can assume that there is a strong positive correlation between the two variables. Since the p-value $< \alpha$ (0.01, 0.05), therefore the Correlation test is significant and we can reject the null hypothesis at 1% and 5% significance level. Therefore, we can say that **Effectiveness of PSDP and Course Procedure & Materials** are correlated to each other.

Testing the Correlation between Effectiveness of PSDP (Y) and Trainers Effectiveness (X_2):

Hypothesis: $H_0: \rho = 0$; i.e. Effectiveness of PSDP and Trainers Effectiveness are not correlated

$H_1: \rho \neq 0$; i.e. Effectiveness of PSDP and Trainers Effectiveness are correlated

Decision Rule: We will reject the null hypothesis if p-value $\leq \alpha$ and accept null hypothesis if p-value $> \alpha$

Table: Correlations of Effectiveness of PSDP and Trainers Effectiveness

Correlations			
		Effectiveness of PSDP	Trainers_Effectivity
Effectiveness_of_PSDP	Pearson Correlation	1	-.001
	Sig. (2-tailed)		.994
	N	100	100
Trainers_Effectivity	Pearson Correlation	-.001	1
	Sig. (2-tailed)	.994	
	N	100	100

From the above Correlation test, we can see that the Pearson Correlation between Effectiveness of PSDP (Y) and Trainers Effectiveness (X_2) is -0.001, so we can assume that there is a strong negative correlation between the two variables. Since the p-value $> \alpha$ (0.01, 0.05), therefore the Correlation test is significant and we can accept the null hypothesis at 1% and 5% significance level. Therefore, we can say that **Effectiveness of PSDP** and **Trainers Effectiveness** are not correlated to each other.

Testing the Correlation between Effectiveness of PSDP (Y) and Attending at PSDP Programs (X_3):

Hypothesis: $H_0: \rho = 0$; i.e. Effectiveness of PSDP and Attending PSDP Programs are not correlated

$H_1: \rho \neq 0$; i.e. Effectiveness of PSDP and Attending PSDP Programs are correlated

Decision Rule: We will reject the null hypothesis if p-value $\leq \alpha$ and accept null hypothesis if p-value $> \alpha$

Table: Correlations of Effectiveness of PSDP and Attending PSDP Programs

Correlations			
		Effectiveness _of_PSDP	Attending_PSDP_Program
Effectiveness_of_PSDP	Pearson Correlation	1	.544**
	Sig. (2-tailed)		.000
	N	100	100
Attending_PSDP_Program	Pearson Correlation	.544**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

From the above Correlation test, we can see that the Pearson Correlation between Effectiveness of PSDP (Y) and Attending PSDP Programs (X_3) is 0.544, so we can assume that there is very strong positive correlation between the two variables. Since the p-value $< \alpha$ (0.01, 0.05), therefore the Correlation test is significant and we can reject the null hypothesis at 1% and 5% significance level. Therefore, we can say that **Effectiveness of PSDP** and **Attending PSDP Programs** are correlated to each other.

Testing the Correlation between Effectiveness of PSDP (Y) and Outcome of PSDP (X_4):

Hypothesis: $H_0: \rho = 0$; i.e. Effectiveness of PSDP and Outcome of PSDP are not correlated

$H_1: \rho \neq 0$; i.e. Effectiveness of PSDP and Outcome of PSDP are correlated

Decision Rule: We will reject the null hypothesis if p-value $\leq \alpha$ and accept null hypothesis if p-value $> \alpha$

Table: Correlations of Effectiveness of PSDP and Outcome of PSDP

Correlations			
		Effectiveness of PSDP	Outcome of PSDP
Effectiveness_of_PSDP	Pearson Correlation	1	.599
	Sig. (2-tailed)		.000
	N	100	100
Outcome_Of_PSDP	Pearson Correlation	.599	1
	Sig. (2-tailed)	.000	
	N	100	100

From the above Correlation test, we can see that the Pearson Correlation between Effectiveness of PSDP (Y) and Outcome of PSDP is 0.599, so we can assume that there is a strong positive correlation between the two variables. Since the p-value < α (0.05), therefore the Correlation test is significant and we can reject the null hypothesis at 5% significance level. Therefore, we can say that **Effectiveness of PSDP (Y) and Outcome of PSDP** is correlated to each other.

MULTIPLE REGRESSION MODEL

We will fit a Regression model by taking all the independent variables and dependent variables:

Fitted Regression Model: $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$

Where, Y = Effectiveness of PSDP

α = Constant value

X_1 = Course Procedure and Materials

X_2 = Trainers Effectiveness

X_3 = Attending PSDP Program

X_4 = Outcome of PSDP

Table-: Coefficients of variables

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.07	.476		4.023	.000
	Course_Procedure_Materials	.168	.093	.160	1.803	.025
	Trainers_Effectivity	.082	.088	.077	.940	.003
	Attending_PSDP_Program	.230	.101	-.204	-2.277	.05
	Outcome_Of_PSDp	.548	.084	.616	6.553	.000
a. Dependent Variable: Effectiveness_of_PSDP						

From the table, we can construct a Regression Model stating all the independent variables and the dependent variables.

Fitted Regression Model:

$$Y = -0.07 + 0.168 X_1 + .082 X_2 + 0.230 X_3 + 0.548 X_4$$

Each of the β value tells us the average variability of dependent variables due to 1 unit change in independent variables. The value of $\alpha = -0.07$ indicates the PSDP Effectiveness will be -0.07 if all the independent variables becomes zero. Here negative effectiveness means students are dissatisfied. The positive value of β_1 indicates PSDP Effectiveness will change by 0.168 units in the same direction due to 1 unit change in Course Procedure & Materials considering all other

variables held constant. Similarly, positive β_2 indicates PSDP Effectiveness will change by 0.082 units in the same direction due to 1 unit change in Trainers Effectiveness if all the variables held constant. The value β_3 indicates PSDP Effectiveness will change by 0.230 units in the same direction due to 1 unit change in Attending PSDP Programs considering all other variables as fixed. The value of β_4 indicates PSDP Effectiveness will change by 0.548 units in the same direction due to 1 unit change in Outcome of PSDP considering all other variables as constant.

Hypothesis Test

We can draw hypothesis to test the effect of independent variables on the dependent variables using Regression Model.

Hypothesis: $H_0: \beta_i = 0$ where, $i = 1, 2, 3, 4$; i.e. No significant effect on the variables

$H_1: \beta_i \neq 0$; i.e. Significant effect on the variables

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

From the table, we can see that Course Procedure & Materials, Trainers Effectively, Attending PSDP Program and Outcome of PSDP have significant effects on the Effectiveness of PSDP because $p\text{-value} < 0.05$. Therefore, we can reject the null hypothesis at 5% significance level.

Table: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 ^a	.407	.382	.72383
a. Predictors: (Constant), Outcome_Of_PSDp, Trainers_Effectivity, Course_Procedure_Materials, Attending_PSDP_Program				

From the Model Summary, we can see the **Adjusted $R^2 = 40.7\%$** . It indicates that about 40.7% of the variability of Effectiveness of PSDP can be explained by the variability of all the independent variables. Standard Error of the Estimate is 0.72383 which indicates the error committed in predicting the relation between the variables.

ANALYSIS OF VARIANCE (ANOVA) TEST:

Hypothesis: $H_0: \beta_1 = \beta_2 = \beta_3 = \beta_4 = \beta_5 = 0$

H_1 : at least one $\beta_i \neq 0$

Decision Rule: We will reject the null hypothesis if $p\text{-value} \leq \alpha$ and accept null hypothesis if $p\text{-value} > \alpha$

Table: Analysis of Variance (ANOVA)

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	34.187	4	8.547	16.313	.000 ^b
	Residual	49.773	95	.524		
	Total	83.960	99			
a. Dependent Variable: Effectiveness_of_PSDP						
b. Predictors: (Constant), Outcome_Of_PSDp, Trainers_Effectivity, Course_Procedure_Materials, Attending_PSDP_Program						

From the ANOVA table, we can see that F statistic is 16.313 and p-value = 0.000 at 5% significance level. Since $p\text{-value} < \alpha$ so the test is significant and we can reject the null hypothesis at 5% significance level. Therefore, we can assume that at least one of the variables is not equal to zero and the model is useful.

RESULTS AND DISCUSSIONS

1. From the Correlation test, we found that Course Procedure & Materials (X_1), Attending PSDP Programs (X_3), Outcome of PSDP (X_4) strongly and positively influence the Effectiveness of PSDP (Y).
2. From the Crosstab test, we see that dependent variable is dependent on the other independent variables.
3. From the Regression Analysis, we found a Fitted Regression Model Equation which is

$$Y = -0.07 + 0.168 X_1 + 0.082 X_2 + 0.230 X_3 + 0.548 X_4$$

4. From the Hypothesis test using Regression Model, we found that all of the variables have significant effects on dependent variable (Y).

5. From the Model Summary, we can see the Adjusted $R^2 = 40.7\%$. It indicates that about 40.7% of the variability of Effectiveness of PSDP can be explained by the variability of all the independent variables.
6. From the ANOVA test, we found that at least one of the independent variables is not equal to zero.

Recommendation

From the analysis of PSDP Effectiveness against various independent variables, the factors that need to be focused by the CSO have been identified. The factors that the students relate as most important with overall satisfaction and effectiveness are the areas where the university authority must focus to improve the level of excellence and sustain that level. The most important factors are described in this part.

According to the data analysis and my work experience, I would like to make some recommendation:

- Most of the students have been found confused about the effectiveness of **Trainers Effectiveness**. Employees and course instructors should be professional at all the time while providing quality & efficient service to the students. One of the main reasons in professionalism of employees and course instructors is to bring confidence to the

students. Student will feel more comfortable to do cooperation with CSO and PSDP courses if they are confident.

- Some students were found dissatisfied over the service and teaching procedure of the staffs and course instructors. Special attention needs to be taken to resolve this problem like CSO staffs and other service providers should be dedicated and committed for the student's interest.
- Courses should be modified and updated according to the job markets demands, changes, growth & prospects and other characters. It should be designed by emphasizing more on economic changes, employers demand of employee and overall employability condition of the country. So here I suggest that, PSDP course should go beyond the traditional system.
- The capacity of the CSO should be increased for better service providing to the students in terms of more administrative staffs, ample spacious room for providing student consultancy at a time, a career related mini libraries containing journals, periodicals, articles, newspaper etc. from where student can get job related knowledge from the beginning of their university study.
- New ideas or innovation should be learnt to the students by PSDP course in case of resume writing, how CVs should be made useful to employer more by accumulating information on CV & Cover Letter. So here, I am again suggesting that, PSDP course needs to be updated beyond traditional system.

- Seminars, corporate legends and Icons, more higher executives of MNCs as well as by locals companies should be invited frequently for and make a brand image strongly in corporate bodies for keep in mind of students interest and graduates employment.

LIMITATION OF THE STUDY

To make a report resourceful, various aspects and experiences are needed. But I have faced some barriers in preparation of the complete and perfect report. These barriers or limitations which hinder my work are as follows:

- First of all I have to finish my research study within a short period of time. If it is carried out for a longer period, outcome of the research study would be more accurate and can produce a more valid result.
- I have to rely on those students whoever was come to PSDP for getting various services such as career counseling, academic purpose and other professional skill related purpose for my survey. It is not possible for me to reach to the students outside the university boundary who are working now at various institutions for taking real data.
- My access to various internal as well as resourceful data of PSDP is limited by the office authority.
- The sample size does not represent the total population.

As time frame is short and the whole study will be conducted by me, there is chance of having error in any stage of data collection, data entry, data organizing, data sorting, data testing, data presentation, interpretation of result, etc. I was placed for only around 3 months of time & working like a regular employee that hindered the opportunity to put the effort for the study. The time span was not sufficient enough to learn all the activities of the organization properly. Therefore, it was very difficult to carry out the whole analysis but within the limitations of all, I have tried my level best to structure an internship report within stipulated time.

Conclusion

Education and employment is closely related with each other and without a good employment, education seems valueless to the students. So, importance of employment for a student's life cannot be described in words. PSDP is such kinds of course which has the aim and commitment for student and graduates employment and it is continuing its operation since long. There may question arise for success or failure of CSO and PSDP course but the student cannot blame fully to the authority of university for their unworthiness. Similarly, some students and graduates showed better performance in interview for which may be PSDP course and CSO are not so effective for them. Whatever the case is, all of the students must have learnt something new form PSDP courses and its contents and obviously they have to implement those learning by their own worth and show better performance in the interview or in their respective employment field. Again success depends on how they implement those learning and skills in interview. After conducting the research, it has been found that some students were dissatisfied while majority

are satisfied over the effectiveness of PSDP. Still I want to state that, PSDP course is very crucial for the students and the reason is known to all students. So PSDP and CSO should update its services and teaching frequently by the way suggested in recommendation part. CSO and PSDP should go further by keeping in mind of its broader objective to help student and graduate make a way for their life and if somehow it is being possible, they will remain grateful to the university forever. University obviously has a greater responsibility for the students because they are paying for the university and again it is the sacred duty of the university for giving a return to the students for which CSO and PSDP's significance cannot be underestimated.

Reference

Text Book

1. Gary Dessler (2006-2007), "Human Resource Management", 10th edition, Princeton Hall of India Private Limited, India.
2. David A.DeCenzo, Stephen P. Robbins.(2007) "Fundamental of Human Resource Management"-8th Edition
3. Paul Newbold, William L. Carlson, Betty M. Thorne (2012), "Statistics for Business and Economics", 7th edition, Pearson Education Pte. Ltd, Newyork.

Website

1. <http://www.bracu.ac.bd/campus-life/career-services> Career Services | BRAC University
2. www.bracu.ac.bd

3. www.wikipedia.org
4. http://www.clark.edu/student_services/employment/documents/HardSoftSkills.pdf
5. <http://www.jite.org/documents/Vol11/JITEv11p155-168Zhang1119.pdf>

Published Documents

1. BRAC University CSO Manual
2. CSO and PSDP published reports and journal, Course materials

APPENDIX

Personal Details:

Name:

ID:

Department:

☐ Business

☐ Non-Business

Gender:

☐ Female

☐ Male

Classes Attended: ☐ Resume Writing ☐ Job Search Skills ☐ Interview Skills

The survey is part of my internship; All information collected will be confidential. Please take a few minutes to answer the following questions:

Dependent Variable:

1. Overall, how helpful do you think the PSDP program was?

☐ Very helpful ☐ Helpful ☐ No Effect ☐ Not very helpful ☐ Not at all helpful

On a scale of 1-5, Please rate the following for this training:

**Effectiveness of PSDP: On Job Seeker Skills by
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Course Procedure and Materials					
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2.The contents of the program were relevant					
3.The training materials (handouts, slides) were carefully designed and made the classes easier to follow					
4. The Duration of the seminars was too short					
5. The Duration of the seminars was too long					
6. The Individual advising session was Helpful					
Trainers Effectiveness					
7. The trainers were properly trained and prepared to take the class					
8. The trainers made the class interesting and encouraged class participation					
9. The trainers were helpful beyond class hours					
Attending PSDP Programs					
10. Did attending PSDP classes give you any professional advantage?					
11. Do you think the PSDP classes have improved your resume-writing ability?					

12. Did attending the PSDP program improve your communication skills?					
13. Did attending PSDP classes increase your self-confidence in the job market?					
14. After attending the PSDP program, I feel more confident when giving an interview					
Outcome of PSDP					
15. The PSDP program has increased my networking ability					
16. The PSDP program has given me a sense of corporate dress code and what to wear in an interview					
17. The PSDP program has improved my interview performance					
18. The PSDP program has introduced me to various online job sites					
19. The PSDP program has helped me to discover the career that is right for me					

Descriptive Statistics:

Descriptive Statistics of Course Procedure and Materials (X_1) is listed below:

Table: Descriptive of Course Procedure and Materials

Descriptives				
			Statistic	Std. Error
Course	Mean		3.59	.052
Procedure and	95% Confidence Interval for	Lower Bound	3.39	

**Effectiveness of PSDP: On Job Seeker Skills by
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Materials	Mean	Upper Bound	3.79	
	Std. Deviation		.877	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		.189	.241

Descriptive Statistics of Trainers Effectiveness (X_2) is listed below:

Table: Descriptive of Trainers Effectiveness

Descriptives				
			Statistic	Std. Error
Trainers Effectiveness	Mean		3.53	.0871
	95% Confidence Interval for Mean	Lower Bound	3.3367	
		Upper Bound	3.7087	
	Std. Deviation		.85818	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		.297	.241

Descriptive Attending at PSDP Programs (X_3) is listed below:

Table: Descriptive of Attending at PSDP Programs

Descriptives				
			Statistic	Std. Error
Attending PSDP Programs	Mean		3.5900	.0868
	95% Confidence Interval for Mean	Lower Bound	3.4013	
		Upper Bound	3.7400	
	Std. Deviation		.81767	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		-.126	.241

Descriptive Statistics of Outcome of PSDP (X_4) is listed below:

Table: Descriptive Statistics of Outcome of PSDP

Descriptives				
			Statistic	Std. Error
Outcome of PSDP	Mean		3.7200	.0976
	95% Confidence Interval for Mean	Lower Bound	3.5213	
		Upper Bound	3.9143	
	Std. Deviation		1.03553	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		-.136	.241

Descriptive Statistics of Effectiveness of PSDP (Y) is listed below:

Table: Descriptive Statistics of Effectiveness of PSDP (Y)

Descriptives				
			Statistic	Std. Error
Effectiveness of PSDP	Mean		4.0200	.0872
	95% Confidence Interval for Mean	Lower Bound	3.8757	
		Upper Bound	4.2100	
	Std. Deviation		.92091	
	Minimum		2.00	
	Maximum		5.00	
	Skewness		-.357	.241

Frequency Distribution:

Table: Frequency table of Course Procedure and Materials

	Frequency	Percent	Valid Percent	Cumulative Percent
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**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**

Valid	2	12	12.0	12.0	12.0
	3	31	31.0	31.0	43.0
	4	43	43.0	43.0	86.0
	5	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

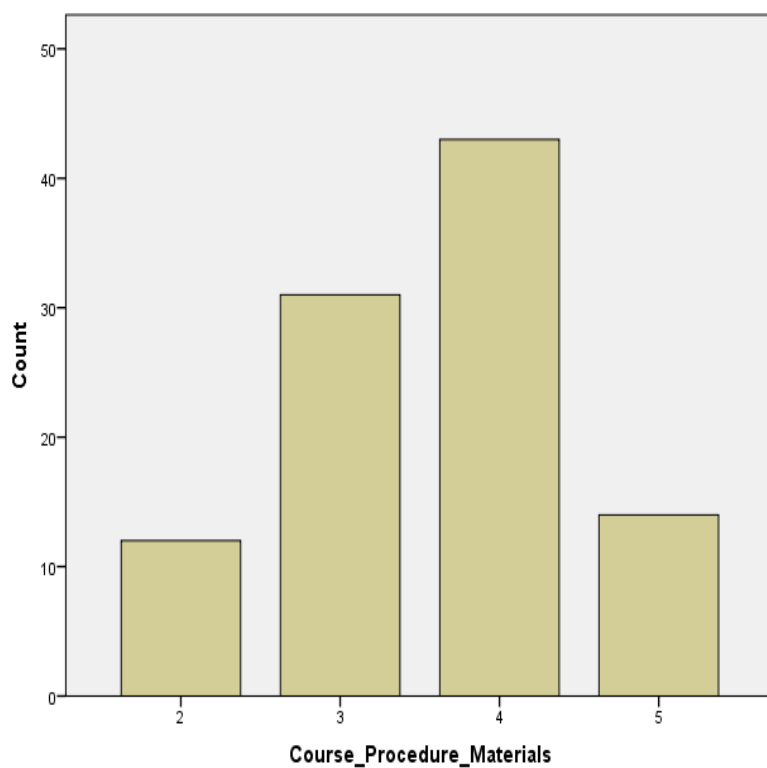


Table: Frequency table of Trainers Effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	8	8.0	8.0	8.0
	3.00	47	47.0	47.0	55.0
	4.00	29	29.0	29.0	84.0
	5.00	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**

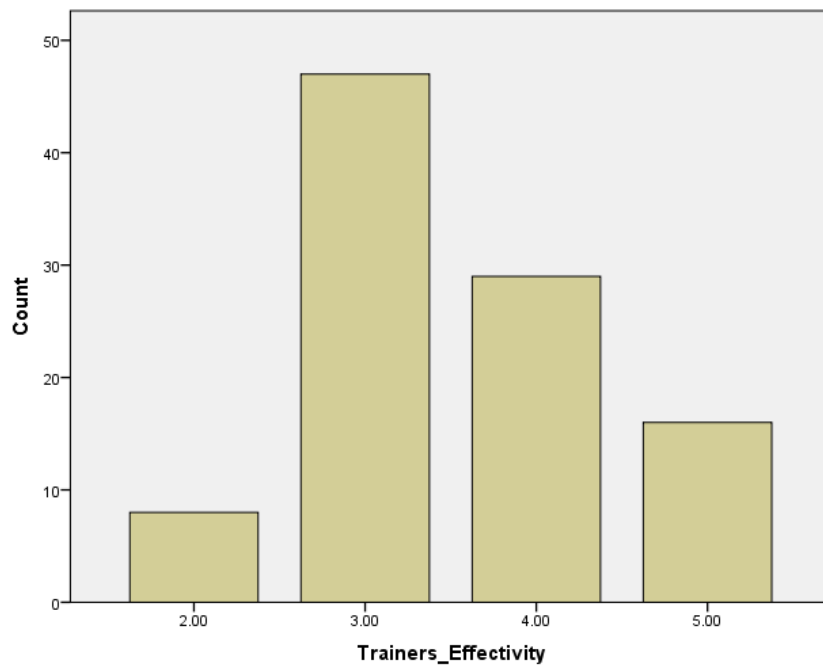


Table: Frequency table of Attending at PSDP Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	9	9.0	9.0	9.0
	3.00	35	35.0	35.0	44.0
	4.00	44	44.0	44.0	88.0
	5.00	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**

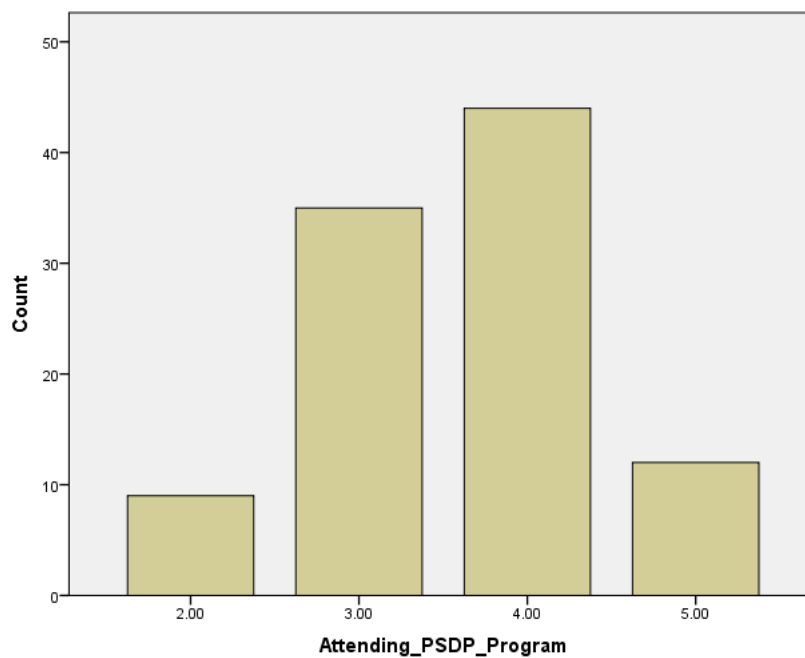


Table: Frequency table of Outcome of PSDP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	13	13.0	13.0	13.0
	3.00	32	32.0	32.0	45.0
	4.00	25	25.0	25.0	70.0
	5.00	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**

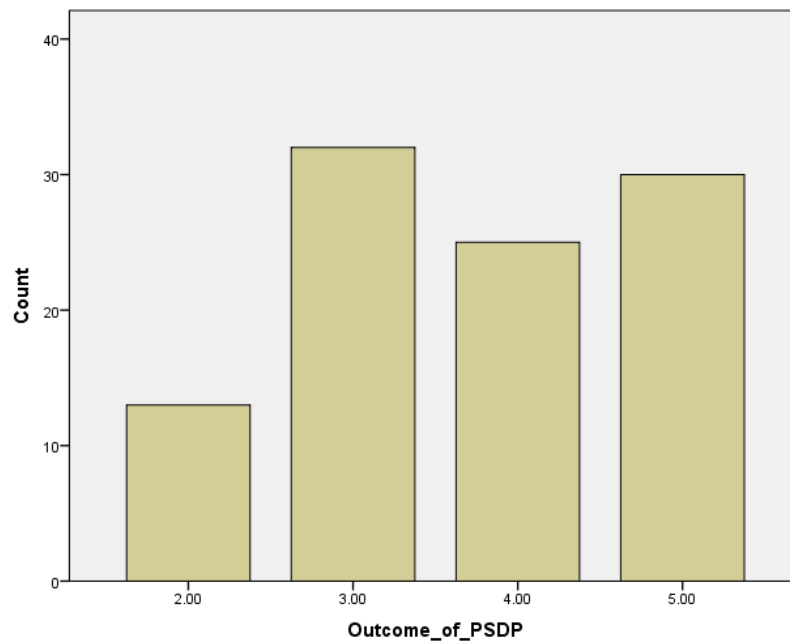
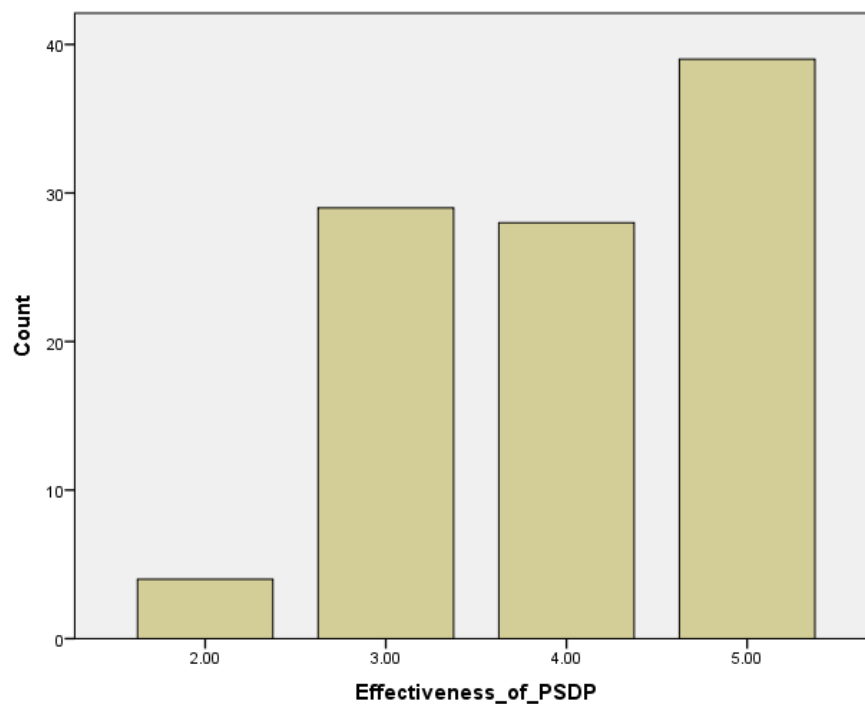


Table: Frequency table of Effectiveness of PSDP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	4.0	4.0	4.0
	3.00	29	29.0	29.0	33.0
	4.00	28	28.0	28.0	61.0
	5.00	39	39.0	39.0	100.0
	Total	100	100.0	100.0	

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**



Testing the Population Mean of Course Procedure & Materials (X_1):

Table: Mean test of Course Procedure & Materials

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Course_Procedure_Materials	6.725	99	.000	.590	.42	.76

Testing the Population Mean of Trainers Effectiveness (X_2):

Table: Mean test of Trainers Effectiveness

One-Sample Test

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**



	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Trainers_Effectivity	6.176	99	.000	.53000	.3597	.7003

Testing the Population Mean of Attending PSDP Programs (X_3):

Table: Mean test of Attending PSDP Programs

One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attending_PSDP_Program	-5.014	99	.000	-.41000	-.5722	-.2478

Testing the Population Mean of Outcome of PSDP (X_4):

Table: Mean test of Outcome of PSDP

One-Sample Test						
	Test Value = 4					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Outcome_Of_PSDP	-2.704	99	.008	-.28000	-.4855	-.0745

Testing the Population Mean of Effectiveness of PSDP (Y):

Table: Mean test of Effectiveness of PSDP

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**



One-Sample Test						
	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Effectiveness_of_PSDP	.217	99	.829	.02000	-.1627	.2027

CROSSTAB TEST:

Crosstab between Effectiveness of PSDP (Y) and Course Procedure & Materials (X₁)

Effectiveness_of_PSDP * Course_Procedure_Materials						
Count						
		Course_Procedure_Materials				Total
		2	3	4	5	
Effectiveness_of_PSDP	2.00	3	0	1	0	4
	3.00	5	11	11	2	29
	4.00	4	10	10	4	28
	5.00	0	10	21	8	39
Total		12	31	43	14	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.623 ^a	9	.002
Likelihood Ratio	24.820	9	.003
Fisher's Exact Test	20.151		
Linear-by-Linear Association	13.762 ^c	1	.000
N of Valid Cases	100		

Crosstab between Effectiveness of PSDP (Y) and Trainers Effectiveness (X₂)

Effectiveness_of_PSDP * Trainers_Effectivity						
Count						
		Trainers_Effectivity				Total
		2.00	3.00	4.00	5.00	
Effectiveness_of_PSDP	2.00	0	3	1	0	4
	3.00	4	9	12	4	29
	4.00	0	15	9	4	28
	5.00	4	20	7	8	39
Total		8	47	29	16	100

Chi Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.243 ^a	9	.003
Likelihood Ratio	14.344	9	.111
Fisher's Exact Test	10.892		
Linear-by-Linear Association	.000 ^c	1	.994
N of Valid Cases	100		

Crosstab between Effectiveness of PSDP (Y) and Attending at PSDP Programs (X₃)

Effectiveness_of_PSDP * Attending_PSDP_Program						
Count						
		Attending_PSDP_Program				Total
		2.00	3.00	4.00	5.00	
Effectiveness_of_PSDP	2.00	0	0	1	3	4
	3.00	1	20	5	3	29
	4.00	8	7	9	4	28
	5.00	0	8	29	2	39

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**



Total	9	35	44	12	100
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Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59.942 ^a	9	.000
Likelihood Ratio	52.816	9	.000
Fisher's Exact Test	47.046		
Linear-by-Linear Association	1.089 ^c	1	.297
N of Valid Cases	100		

Crosstab between Effectiveness of PSDP (Y) and Outcome of PSDP (X₄)

Effectiveness_of_PSDP * Outcome_of_PSDP						
Count						
		Outcome_of_PSDP				Total
		2.00	3.00	4.00	5.00	
Effectiveness_of_PSDP	2.00	0	1	3	0	4
	3.00	10	14	5	0	29
	4.00	2	12	11	3	28
	5.00	1	5	6	27	39
Total		13	32	25	30	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	64.603 ^a	9	.000
Likelihood Ratio	68.726	9	.000
Fisher's Exact Test	60.905		
Linear-by-Linear Association	35.532 ^c	1	.000

N of Valid Cases	100		
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CORRELATION TEST:

Testing the Correlation between Effectiveness of PSDP (Y) and Course Procedure & Materials (X₁):

Table: Correlations of Effectiveness of PSDP and Course Procedure & Materials

Correlations			
		Effectiveness of PSDP	Course Procedure & Materials
Effectiveness of PSDP	Pearson Correlation	1	.373**
	Sig. (2-tailed)		.000
	N	100	100
Course Procedure & Materials	Pearson Correlation	.373**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Testing the Correlation between Effectiveness of PSDP (Y) and Trainers Effectiveness (X₂):

Table: Correlations of Effectiveness of PSDP and Trainers Effectiveness

Correlations			
		Effectiveness of PSDP	Trainers_Effectivity
Effectiveness_of_PSDP	Pearson Correlation	1	-.001
	Sig. (2-tailed)		.994
	N	100	100
Trainers_Effectivity	Pearson Correlation	-.001	1

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**



	Sig. (2-tailed)	.994	
	N	100	100

Testing the Correlation between Effectiveness of PSDP (Y) and Attending at PSDP Programs (X₃):

Table: Correlations of Effectiveness of PSDP and Attending PSDP Programs

Correlations			
		Effectiveness _of_PSDP	Attending_PSDP_Program
Effectiveness_of_PSDP	Pearson Correlation	1	.544**
	Sig. (2-tailed)		.000
	N	100	100
Attending_PSDP_Program	Pearson Correlation	.544**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

Testing the Correlation between Effectiveness of PSDP (Y) and Outcome of PSDP (X₄):

Table: Correlations of Effectiveness of PSDP and Outcome of PSDP

Correlations			
		Effectiveness of PSDP	Outcome of PSDP
Effectiveness_of_PSDP	Pearson Correlation	1	.599
	Sig. (2-tailed)		.000
	N	100	100
Outcome_of_PSDP	Pearson Correlation	.599	1

	Sig. (2-tailed)	.000	
	N	100	100

MULTIPLE REGRESSION MODEL:

Table-: Coefficients of variables

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.07	.476		4.023	.000
	Course_Procedure_Materials	.168	.093	.160	1.803	.025
	Trainers_Effectivity	.082	.088	.077	.940	.003
	Attending_PSDP_Program	.230	.101	-.204	-2.277	.05
	Outcome_Of_PSDp	.548	.084	.616	6.553	.000
a. Dependent Variable: Effectiveness_of_PSDP						

Table: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 ^a	.407	.382	.72383
a. Predictors: (Constant), Outcome_Of_PSDp, Trainers_Effectivity, Course_Procedure_Materials, Attending_PSDP_Program				

ANALYSIS OF VARIANCE (ANOVA) TEST:

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	34.187	4	8.547	16.313	.000 ^b

**Effectiveness of PSDP: On Job Seeker Skills by
Skill seminars, Department and Gender.**



	Residual	49.773	95	.524		
	Total	83.960	99			
a. Dependent Variable: Effectiveness_of_PSDP						
b. Predictors: (Constant), Outcome_Of_PSDp, Trainers_Effectivity, Course_Procedure_Materials, Attending_PSDP_Program						

Table: Analysis of Variance (ANOVA)